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Books Which Children Like to See Pictured
EDGAR DALE

The State Senior Scholarship Examinations
WARD H. OVERHOLT

Vol. X
No. 16

NOVEMBER 11, 1931

COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY

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W. W. CHARTERS.....*Editor*
J. MACLATCHY.....*Assistant Editor*

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Books Which Children Like to See Pictured

By EDGAR DALE

The hordes of children who daily attend motion-picture theaters have led parents, educators, social workers, and others to become disturbed regarding the experiences to which these children are being accustomed by viewing the films. The common opinion among this group of persons is that the themes of current motion pictures are too mature—too much concerned with adult problems—to be of greatest benefit to children. Parents and educators would prefer that children viewed motion pictures which were more childlike in theme, better suited psychologically to the child's mental development; they regret that producers do not see fit to produce such pictures.

When these same parents and teachers, however, are asked to specify the types of content that should go into motion pictures for children, they are at a loss for answers. They have a feeling, however, that a major source of themes for such motion pictures would be the better books read by children. Such books already have the approval of psychologists, librarians, sociologists, educators, and others who are interested in holding high the ideals of childhood. In addition, a number of objective studies have been made of the interests of children in literature, and lists of books approved by librarians and others are available. "Why," ask parents and educators, "cannot motion-picture producers turn directly to these sources to find themes for motion pictures that will be suitable for children?"

The major difficulty involved in such a procedure lies in the possibility that the motion-picture interests and reading interests of children are highly diverse. Children may, for example, rate *Treasure Island* high as a reading book, but

express no interest whatsoever in seeing it pictured. It becomes necessary, therefore, to determine whether books which children like to read are books which they express a desire to see on the screen. If we find a high degree of agreement between the two, then motion-picture producers who wish to make motion pictures for children can make intensive use of all studies of children's interests in the field of literature.

In order to secure objective evidence regarding the books or stories which children would like to see filmed, the Federation of Mothers Clubs of Cincinnati and vicinity secured the co-operation of the public schools of Cincinnati in giving the following questions to every child in the fourth grade and above in that city:

If a motion picture could be made of your favorite book or story, what ones would you prefer?
First choice.....
Second choice.....
Third choice.....
School..... Grade..... Age.... Sex..... Date.....
How many times a week do you attend the movies?.....

The Director of the Bureau of Educational Research, of Ohio State University, believing that the data possessed worthwhile possibilities, agreed to co-operate in tabulating and analyzing the material on the blanks.

THE techniques for tabulation were as follows: The blanks were first analyzed by schools on the basis of the first choice stated by each child. No use was made of his second or third choices because of the cost of tabulation. For the first school studied, a typewritten list was made of every book which received a single vote. This, however, made a long list, and since infrequently appearing books were of slight value to the study, it was decided not to include a book from a particular school unless the book received at least two votes. The final vote on the most popular books, therefore, does not represent the exact total of votes actually received by that book except in those cases where every school gave the book at least two votes.

On the basis of books receiving at least two votes from a single school, 1,116 different books were mentioned by the approximately 22,000 pupils studied. One hundred of these books received 25 votes or more apiece, and a grand total of

10,431 votes, or about two-thirds of the total of 15,461 votes counted. When we include in our list those books receiving 10 votes or over, we secure 12,406 votes, which is 80 per cent of the votes cast. The votes, therefore, are concentrated on a relatively small number of books.

ARE the 100 books which received two-thirds of the votes of a high-grade type? Will not the reading interests of these children manifest themselves in a desire to see trashy books filmed? Do children show discrimination in their tastes regarding books?

Fortunately, a measuring stick was available by which to compare first the interest value of books read by Cincinnati boys and girls with the interest values of books read by boys and girls throughout the rest of the United States, and we have available as well the judgments of a group of children's librarians as to the worth-whileness of these books. This measuring stick of interest and worth-whileness is the Winnetka Graded Book List.[1] The list was formulated by asking 36,750 elementary-school pupils in a number of cities and villages throughout the United States to ballot on the interest value of the books which they read during a period of several months. The list of books which these children found interesting was then submitted to a group of specially chosen children's librarians who eliminated from this list those books which were believed to be trashy and of little value to children. The Winnetka Graded Book List, therefore, represents books approved by librarians which have been found to have high interest value for children.

When we compare the list of 100 books which 25 or more Cincinnati pupils wish to see as motion-picture films with the Winnetka Graded Book List we find that 63 per cent of them are on this list. When the 100 books are divided into those preferred by at least 25 elementary-school children and high-school students the lists given in Tables I and II are compiled.

In the last column of Table I, Winnetka Index Number, the size of the number indicates the popularity of the book, as disclosed by the Winnetka investigation. The most popular book on the list, therefore, is *Tom Sawyer*, with an index value

[1] Washburne, Carleton, and Vogel, Mabel. *What Children Like to Read.* New York: Rand, McNally and Company, 1926.

TABLE I

Books Which at Least Twenty-five Cincinnati Elementary-School Pupils Wish to See as Motion Pictures

Title of Book	Number Stating Preference		Winnetka Index Number
	Boys	Girls	
(1)	(2)	(3)	(4)
Aladdin and the Wonderful Lamp	14	11	45
Alice in Wonderland	16	70	576
Anne of Green Gables	0	114	580
Arabian Nights	18	26	45
Bears of Blue River	91	12	96
Ben-Hur	27	8	42
Billy Whiskers	25	2	.....
Black Arrow	25	2	180
Black Beauty	58	37	1450
Boarded Up House	1	46	.....
Bobbsey Twins Series	9	70	.....
Bomba, Jungle Boy	21	5	.....
Call of the Wild, The	68	16	936
Cinderella	20	82	80
Cosette	9	18	.....
Daniel Boone	33	2	24
Derrick Sterling	28	10	.....
Disappearance of Anne Shaw	1	39	.....
Dr. Doolittle	70	64	210
Dutch Twins, The	19	90	888
Elsie Dinsmore	0	25	.....
Eskimo Twins, The	10	19	306
Evangeline	12	20	60
Five Little Peppers, The	1	31	108
Girl of the Limberlost, The	10	182	.....
Hans Brinker, or the Silver Skates	18	26	1023
Heidi	71	303	1848
House of Many Stairways, The	7	43	.....
Huckelberry Finn	80	29	952
Jack and the Beanstalk	16	10	90
Katrinka	4	26	375
King Arthur and the Knights of the Round Table	79	26	204
King of the Golden River, The	8	17	336
Legend of Sleepy Hollow, The	9	16	.....
Little Lame Prince, The	21	111	957
Little Men	27	41	624
Little Orphan Annie	7	25	.....
Little Women	1	427	1829
Lucky Sixpence, The	4	24	154
Merrylips	0	27	240
Nobody's Boy	4	30	60
Nobody's Girl	0	44	36
Old Fashioned Girl, An	1	146	336

TABLE I [*Continued*]

Title of Book	Number Stating Preference		Winnetka Index Number
	Boys	Girls	
(1)	(2)	(3)	(4)
Penrod	67	46	456
Penrod and Sam	27	24	230
Peter and Polly Series	6	21	154
Peter Pan	26	28	182
Pinocchio	133	178	1178
Pollyanna	0	67	.....
Prince and the Pauper, The	27	24	336
Prince Jan	45	45	90
Rebecca of Sunnybrook Farm	0	38	351
Robin Hood	359	61	60
Robinson Crusoe	191	67	713
Secketary Hawkins	168	54	.....
Secret Garden, The	6	117	676
Seventeen	0	27	85
Short Skirts	2	130	.....
Sinbad the Sailor	27	0	45
Sleeping Beauty, The	1	26	48
Smoky	74	9	12
Son of Tarzan, The	126	27	.....
Tarzan[a]	127	39	.....
Tarzan of the Apes	550	142	.....
Tarzan the Mighty	41	4	.....
Toby Tyler	51	36	754
Tom Sawyer	305	140	2272
Tom Swift Series	135	8	.....
Treasure Island	329	86	900
Twenty Thousand Leagues under the Sea	49	0	171
Uncle Tom's Cabin	38	58	286
Under the Lilacs	2	27	210
Viking Tales	29	9	221
We	28	2	.....
Wings	56	4	.....
Wizard of Oz, The	35	36	108

[a] Tabulated separately although there is no book bearing this specific title in the series.

of 2,272. A book which is not followed by an index number is not in the Winnetka list.

Fifty-four, or 71 per cent, of the 76 books listed in the preceding table are on the Winnetka list. Twenty-two books named in Table I were not included in the Winnetka list. As a matter of fact, a good many of these 22 books would have the approval of both parents and teachers. *Cosette*, for example, is an excerpt from *Les Misérables*. Several other books

appear commonly in school libraries, and are approved by teachers, but may not receive the approval of children's librarians. There are probably not more than five books on this list which parents, teachers, and librarians would all agree to

TABLE II

BOOKS WHICH AT LEAST TWENTY-FIVE CINCINNATI HIGH-SCHOOL PUPILS WISHED TO SEE AS MOTION PICTURES

TITLE OF BOOK	NUMBER STATING PREFERENCE		WINNETKA INDEX NUMBER
	Boys	Girls	
(1)	(2)	(3)	(4)
All Quiet on the Western Front	29	3	.....
Anne of Green Gables	0	56	380
Ben-Hur	17	10	42
Call of the Wild, The	30	3	936
Count of Monte Cristo, The	25	11	.....
Crisis, The	108	157	.....
David Copperfield	12	19	96
Gentleman from Indiana, The	16	19	.....
Girl of the Limberlost, The	0	59	.....
Ivanhoe	102	78	253
Kidnapped	25	2	500
Lady of the Lake, The	24	40	.....
Little Women	0	110	1829
Lorna Doone	54	94	52
Old Fashioned Girl, An	0	44	336
Prince and the Pauper, The	16	33	336
Richard Carvel	6	20	.....
Seventeen	6	19	85
Short Skirts	2	80	.....
Tale of Two Cities, A	98	105	48
Tarzan of the Apes	44	2	.....
Tom Sawyer	53	5	2272
Trail of the Lonesome Pine, The	5	35	.....
Treasure Island	56	6	900
Twenty Thousand Leagues under the Sea	25	2	171
White Fang	31	2	200

call trash. This is, indeed, a remarkable tribute to children's judgment of an interesting story. Since the questionnaires were anonymous, there was little incentive on the part of the child to gain the teacher's approval by putting down the "right" kind of books.

The list of books desired as films by at least 25 Cincinnati high-school pupils is given in Table II, and the books of

inferior literary merit found in the elementary-school lists tend to receive lower relative scores or drop out entirely. Sixteen, or 61 per cent, of these 26 books are on the Winnetka Graded Book List. Since the study upon which the list was based did not include high-school pupils, this percentage does not give an accurate picture of the worth-whileness of the books just listed. Only three or four of the 26 would probably never be included on an approved list of readings for high-school pupils. The following thirteen books received at least 25 votes from elementary-school pupils and 25 votes from high-school pupils: *Anne of Green Gables, Ben-Hur, The Call of the Wild, The Girl of the Limberlost, Little Women, An Old Fashioned Girl, The Prince and the Pauper, Seventeen, Short Skirts, Tarzan of the Apes, Tom Sawyer, Treasure Island,* and *Twenty Thousand Leagues under the Sea.*

What are the possibilities of success at the box office for motion pictures made from this list of thirteen books? *Anne of Green Gables* and *An Old Fashioned Girl* may be too strictly feminine in their appeal. Every one of the others, however, looks like satisfactory box-office material, and only one of them, *Short Skirts,* a rather trashy newspaper serial, will fail to win the universal approval of parents. *Tom Sawyer* has already won its laurels as a box-office attraction, and thus paved the way for *Huckleberry Finn.* All the other books number among their readers literally hundreds of thousands of persons. Astute adaptation plus clever direction, in the opinion of the writer, could make a satisfactory motion picture out of each of these books, thus proving that children's films can be a financial asset to the producer and not a liability, as many of them have incorrectly predicted.

We cannot be so sanguine about box-office hits being made from all books on the lists in Tables I and II. There is little doubt that nearly all of them would draw huge audiences of children, but whether they would appeal to the six to sixty age-group of adults at whom motion-picture producers usually aim is questionable. There is little doubt, however, that when parents become aware of the nature of the educational training received by their children at the typical movie, they will become as solicitous about the motion pictures seen by their children as they now are about the books read by them.

The State Senior Scholarship Examinations as a Means of Prediction

By WARD H. OVERHOLT[1]

THIS study was prompted by a desire to check the records of the 129 Ohio State Freshmen of 1930 who had been contestants in the State Senior Scholarship Contest of that year.[2] The students taking part in this contest presumably constituted a selected group, since each high school in the state was permitted to send not more than ten of its best students as contestants. This did not mean, however, that the

TABLE I

MEANS BY COLLEGES FOR INTELLIGENCE CENTILES, SCHOLARSHIP-TEST CENTILES, AVERAGE CREDIT-HOURS

Colleges	Number of Persons Enrolled	Intelligence Centiles	Scholarship-Test Centiles	Average Hours Earned	Average Points Earned	Point-Hour Ratio
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Engineers	46	78.1	77	16.6	46.7	2.81
Arts	28	77.7	73	15.0	41.6	2.77
Commerce	15	72.8	56	15.3	34.9	2.28
Education	12	77.8	59	15.9	44.8	2.81
Agriculture	23	75.6	57	16.6	43.7	2.62
Miscellaneous	5	70.2	57	16.2	47.8	2.95
All	129	76.6	68	16.0	43.5	2.72
Girls	34	79.1	57	15.6	42.2	2.70
Boys	95	75.7	72	16.2	44.0	2.72

twenty-nine hundred contestants who took the examination in 1930 were academically the best students in the state, but they likely were from the better half of the high-school Seniors. This opinion is substantiated by the fact that the 129 Ohio State Freshmen had an average of 76.6-percentile intelligence-test score (college freshman norms) which is distinctly above the average for college Freshmen which is 50.

The intelligence-test scores and marks during the Autumn Quarter received by the 129 Freshmen in question were obtained from the office of the secretary of the University Committee on Intelligence Tests. The numbers enrolled in the various colleges are given in Column 2 of Table I.

[1] Study directed by Mr. Edgerton, Department of Psychology.
[2] The Senior Scholarship Examination was given on April 19, 1930.

Table I also presents the means by colleges for intelligence-test centiles,[3] scholarship examination centiles, point-hour ratios earned, and points earned. The hours and points are exclusive of those assigned in physical education and military training. The engineering group has the highest averages both in intelligence-test rank and in scholarship. In both of these tests the arts group and the education group are not far behind; agriculture holds the middle ground in intelligence with a mean of 75.6. Commerce comes next, and the miscellaneous group is last with a mean of 70.2, nearly 8-centile ranks below the engineers. The commerce, agriculture, and miscellaneous groups have scholarship-test means which are considerably below the means of the engineers.[4]

TABLE II

CORRELATIONS BETWEEN INTELLIGENCE CENTILES, POINT-HOUR RATIOS, AND THE SCHOLARSHIP TEST

Group	Number of Persons	Correlation between Point-Hour Ratio and Scholarship Examination	Correlation between Point-Hour Ratio and Intelligence	Correlation between Intelligence and Scholarship Examination
(1)	(2)	(3)	(4)	(5)
Engineers	46	.47 ± .09	.23 ± .09	.72 ± .05
Girls	34	.57 ± .08	.16 ± .11	.57 ± .08
Boys	95	.62 ± .04	.64 ± .04	.69 ± .04
Total cases ..	129	.61 ± .04	.55 ± .04	.60 ± .04

Column 5 shows that the average load carried by this group of Freshmen is 16 hours in addition to physical education and military training instead of the normal 15 hours. The engineers have the highest average load, 16.6 hours; many of them are carrying 18 hours of academic work.

In Column 6 we find that the averages of points earned range from 34.9 points for commerce to 47.8 points for the miscellaneous group, but since the latter group has only 5 cases, little importance can be attached to it. The second highest group is the engineering group with 46.7 points. The mean number of points for the 129 cases is 43.5: about 40 per cent more than is earned by an average student, since the average Freshman earns about 30 points each quarter.

[3] The use of this term is explained by Mr. Edgerton on page 438 of this issue.

[4] It might be well to call attention to the fact that of the 70 Freshmen in the combined arts and engineering groups, there are only four girls.

Column 7 presents the mean point-hour ratios which range from 2.28, about a C+, for the College of Commerce to 2.95, nearly a B, for the miscellaneous group. The engineering and education groups are close seconds with 2.81, about B−, while the mean for all groups combined is 2.72, showing that as a whole these students are of superior ability.

The differences in attainments of the two sexes is shown in the lower portion of Table I. It will be noticed that, whereas the girls' mean intelligence exceeds the boys' by about 3.5 centiles, the boys' scores on the scholarship examination placed them 15 centiles ahead of the girls. The averages of points earned, credit-hours earned, and point-hour ratios are slightly higher for boys than for girls.

THE intercorrelations between the three factors, intelligence, point-hour ratio, and scholarship-examination mark, are given in Table II. In Column 5 we see that the scholarship examination correlated well with intelligence centile rank in all cases. The correlation for the 95 boys was .69 but for the 34 girls, only .57, and for the combined groups, .60.

Columns 3 and 4 contain the most interesting and at the same time the most puzzling findings of the study. Column 3 presents the correlations between the point-hour ratio and scholarship test, while Column 4 gives the correlations between point-hour ratio and intelligence-test centiles. For the 46 engineers the scholarship examination correlates with point-hour ratio to the extent of .47, while the intelligence centiles correlate only .23 with point-hour ratio. For the entire group of 95 boys, however, the situation is reversed, the correlation of point-hour ratio with intelligence being .64 and with the scholarship examination, .62. In the case of the 34 girls it was found that point-hour ratio correlates only .16 with the intelligence centiles while the correlation with the scholarship examination is .57. Of course, it must be remembered that the group is small and selected, 23 of 34 cases being above the 75th-centile in intelligence. If the 34 cases had been spread over a range from low to high, doubtless the correlation would have been appreciably higher. When the entire 129 cases are considered, the scholarship examination still seems to be a little better than the intelligence tests in prediction of college point-hour ratio, the correlations being .61 and .55, respectively. If

the intelligence examination were as long as the scholarship examination, it would probably correlate as high with college marks. Probably the scholarship examination measured some factors affecting scholarship which are not measured by the intelligence test, and vice versa. The scholarship examination probably measures, perhaps only partially and indirectly, such factors as study time, study habits, health, attitude, ambition, foundation for future academic work, and similar factors, all of which are more or less reflected in the score.

THE correlations of the college English marks with scores on the English subtest of the scholarship examination are given in Table III, together with the correlations of college science marks with scores on the science subtest of that examination. The English prediction was poor for the commerce group (only 12 cases), but fair for the arts and engineering groups, with a correlation for all groups combined of .51.

TABLE III

ENGLISH AND SCIENCE PREDICTION: CORRELATIONS OF FIRST-QUARTER MARKS WITH SCORES ON THE RESPECTIVE SUBTESTS

GROUP	ENGLISH		SCIENCE	
	Number of Persons	Correlation	Number of Persons	Correlation
(1)	(2)	(3)	(4)	(5)
Agriculture	.....	.....	23	$.75 \pm .06$
Engineers	44	$.49 \pm .08$	44	$.36 \pm .09$
Arts	20	$.68 \pm .08$	33	$.13 \pm .12$
Commerce	12	$.28 \pm .18$	13	$-.02 \pm .19$
All cases[a]	86	$.57 \pm .05$	114	$.86 \pm .02$

[a] The numbers opposite "all cases" are not totals of the items mentioned in Columns 2 and 4.

As shown by the fifth column of Table III the science predictions were less dependable, the correlations ranging from $-.02$ for commerce to .75 for agriculture. That for engineers was .36, and arts, only .13, but when all science students (114 cases) were considered together the respectable correlation of .86 was obtained. If such a high correlation holds up from year to year, the science subtest will be a powerful instrument for prediction and guidance. Probably if it were also constructed so as to be diagnostic of science difficulties it could be of even more service. With the group of 34 engineers, the mathematics subtest yielded a predictive correlation of .70.

From the foregoing it would seem that the senior scholarship examination of 1930 had a value for predicting general scholarship which was at least equivalent to the University Intelligence Test, but consumed about twice as much testing time as did the latter. The scores on the scholarship examination correlate highly with scores on the intelligence test (.60). This indicates considerable overlapping in the items measured by the two tests. If the correlation were lower, if the scholarship examination measured more things which were independent of those measured by the intelligence tests, the value of the scholarship examination as a supplement to the intelligence test would be far greater. As it is, the use of the scholarship-examination scores and intelligence-test scores in a multiple correlation results in a prediction of only .64.

It would seem that this is not enough higher than the intelligence-test prediction alone to justify the additional four hours of testing time. The scholarship examination, a comprehensive subject-matter examination of about four hours in length, yields a slightly better prediction than that yielded by the university intelligence tests. It is quite probable, however, that the prediction from the intelligence tests would be equally high if they were lengthened to consume an equal amount of testing time. The subject-matter tests exhibit their greatest superiority in predicting probable success in specific subjects. Probably this is their greatest field of usefulness. They could be made still more valuable if they were made diagnostic of difficulties which the student was experiencing in the subject.

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Projects for the Year

DURING the year 1931–32 the Bureau of Educational Research, Ohio State University, will continue to carry on its service functions. The Appointments Division will provide assistance to school officers in securing carefully selected teachers and administrators, to teachers in high schools and colleges, and to school administrators in securing promising positions. There are one thousand graduates of Ohio State University among the seven thousand high-school teachers of the state, and practically all of the recent graduates, together

with a large majority of graduates of former years now in teaching service, are enrolled in the Appointments Division. The Reference Division will continue to catalogue research materials, and the Editorial Division will care for the editing and printing of the *Educational Research Bulletin*, *Journal of Higher Education*, and the "Bureau of Educational Research Monographs." The Survey Division has a back-log of school-building surveys with which to start the year, and will have charge of a comprehensive survey of teachers' salaries at Cleveland for the Cleveland Teachers Federation with the co-operation of the Board of Education. The other divisions of the Bureau will be called upon to perform service functions for departments of the University and groups in the state which wish to have certain investigations made.

The research program for this year is continued rather than expanded. Since a research bureau should spend a substantial part of its time upon relatively fundamental problems which workers in service do not have the opportunity or leisure to investigate, this Bureau acts upon the policy of studying some problems over a number of years, and at present the staff has a sufficient supply of these in process to absorb the time not devoted to studying current problems which need prompt attention.

IN THE field of tests and measurements Mr. Tyler is developing tests for beginning courses in co-operation with the Departments of Botany, Zoölogy, Home Economics, Agricultural Engineering, and Principles of Education, with the staff in charge of survey of agriculture and with the state workers in 4-H Clubs whose responsibility it is to produce techniques for achievements in those fields. The special technical problem on which Mr. Tyler is working is to develop tests for the numerous objectives of teaching, other than the learning of information. With funds provided by the American Council and with the aid of many school people, he is preparing national tests for high-school and college students in elementary botany, zoölogy, and chemistry.

In the curriculum area Mr. Dale will continue to study vocabulary lists determining the degree of difficulty of words for children of the fourth, sixth, and eighth grades. Studies are also being carried on to determine what elementary- and high-school students may profitably learn about economics,

and, in co-operation with Mr. Delbert Oberteuffer of the State Department of Education, Mr. Dale is ascertaining what interests children have in health study. With the faculty of the College of Veterinary Medicine and with the faculty of the College of Education certain members of the staff are working on the curriculum revisions of the curriculums of the college.

Mr. Cowley is preparing for publication an exhaustive, annotated personnel bibliography, and in addition is carrying on a number of service activities in the personnel field with the junior deans, the College of Veterinary Medicine, and other departments of the University.

The study of demand and supply will be continued by Mr. Anderson with the current objective of advising students and with the ultimate objective of forecasting four years in advance what the supply of teachers will be for various types of positions in Ohio. When adequate data have been collected, it should be possible for the teacher-training agencies of the state, under the direction of the State Department of Education, to work out policies of keeping supply and demand more nearly equal by the elimination of the less efficient candidates for teachers' certificates.

In the Survey Division investigation will be continued on class-size, as a factor in building construction, and in the relative achievement of eighth-grade children in one-room schools and in consolidated schools, because of its bearing upon the consolidation of rural schools. Miss MacLatchy, in the Editorial Division, will continue her studies in the primary and kindergarten field to determine the ideas concerning number of six-year-old children and to ascertain the status of the movement for the unification of the kindergarten and the primary grade.

A new division of radio education, supported by the Payne Fund, was organized during the summer. Mr. Frederick H. Lumley, who is in charge of the unit, will collect and describe the methods now in use in measuring the size and nature of radio audiences, as well as their reactions. He will attempt to determine the effectiveness of foreign-language lessons given over the radio and will organize projects to ascertain the relative efficiency of learning through the ear over the radio and learning through the eye.

W. W. C.

EDITORIAL COMMENT

Adult Education

WHEN the history of education is written by the historians of the future, with the perspective made possible by the passing of time, the period in which we now live may well be considered the beginning of the era of adult education. Since the idea of instruction for people at the time when they need it is fundamentally sound and the interest of educators and laymen is rapidly growing in the movement, it follows that we may expect a pronounced, if not a dominant trend, on a nation-wide scale to develop through the years.

When the detailed history of the early stages of the movement is written, the historian will discover what we now know —that teachers were the first members of a major profession to recognize the value of continuing education. Among all the professions the teaching profession stands easily first in its belief that to become expert one must continue to study. Evidence of this is found in the current number of the *Journal of the National Education Association.* There we find that 425,000 students were enrolled in 623 summer schools during the summer of 1931. Of these students it may conservatively be estimated that two-thirds are teachers, and that therefore 300,000 teachers intensively continue their education in teachers' colleges and universities for at least six weeks or one-eighth of the calendar year. Since there are approximately 900,000 teachers in the United States, it is evident that one out of three teachers spent one-eighth of his time in school during 1931 in improving his understanding of his job. No profession can approach this record.

This desire for continuing education is not a temporary phenomenon. For years the enrollment of summer schools has been steadily increasing—414,000 in 1929, 421,000 in 1930, and 425,000 in the depression year of 1931, a year when some teachers could not attend because their salaries had not been fully paid. Nor is the attendance sporadic. Every state in the Union has at least one summer school; the median number of schools per state is ten and all are well attended. One million

adult citizens of the United States have the habit of continuing to go to school as a part of their program of improving personal efficiency.

The spectacle is still more significant when we add the use that is made of other media for continuing education. While no statistics are at hand for the presentation of the facts in precise form, it is a matter of common knowledge that thousands of teachers carry on their education through correspondence courses provided by many institutions of higher education and by commercial correspondence schools. The sales of professional books through reading circles is another impressive indication of the interest of teachers in self-improvement. To this may be added the experimental study of problems of teaching by thousands of teachers under the direction of bureaus of educational research in city and county school systems and institutions of higher learning.

The schools and the school-teachers are receiving heavy criticism for what they are doing and not doing, but by and large there is no profession whose record for self-improvement activities can approach that of this profession. We agree in the conviction that teachers should be better teachers, and that they must press forward in improving their methods, but let that profession which is without sin cast the first stone.

Adult education is fortunate, therefore, in one respect. The profession to whose shoulders the burden of responsibility will increasingly be transferred is, with all its defects for carrying on the task, already committed to a continuing education as a personal and individual matter. W. W. C.

* * *

A Note on Centile Ranks and Percentile Ranks

THERE still seems to be considerable misunderstanding of the terms "percentile," "percentile rank," and "centile rank." The term "percentile rank" is more or less of a misnomer. Many statisticians in the field of education and psychology define percentile rank in exactly the same terms as the term "percentile"; that is, the p-th percentile is that point in a distribution below which just p per cent of the cases occur, the above which just 100 minus p per cent of the cases may be found.

[*Continued on page 446*]

READINGS

KYTE, GEORGE C. "Specific Requirements in the Two-Year Curricula for Training Elementary School Teachers in Representative Teachers Colleges and Normal Schools," *Educational Administration and Supervision*, XVII (September, 1931), pp. 401–16.

This article reports a carefully detailed survey of the course requirements of 39 state teachers' colleges and normal schools located in 23 states. The requirements of the kindergarten-primary course, intermediate grades course, and the general elementary course are compared. The institutions are representative except that there are none from the New England States.

The requirements of these two-year courses were found in general to be pretty definitely set although many more electives were allowed the second year than the first. More than 80 per cent of the subjects were required in all the kindergarten-primary courses, in 97 per cent of the upper elementary-school courses, and in 83 per cent of the general and rural-school courses.

Great variation was found in both the required academic and professional subjects. Observation of teaching was the only subject required in practically all of the courses. Such subjects as teaching of arithmetic, teaching of composition, and grammar were found required in some courses and not required in others. This article should be of distinct interest to anyone engaged in elementary teacher training. The data presented justify the author's conclusion that "there is urgent need for more scientific approaches to determine teacher-training curricula that have been followed to date."

CARNOVSKY, LEON. "Suggestions Regarding an Evaluation of Methods in Current Adult Education Practices," *Library Quarterly*, I (October, 1931), pp. 377–93.

Current practices of existing adult-education agencies and evidence as to their aims, methods, and equipment are discussed in this clear-cut article which notes as its sources, "Studies in Adult Education," sponsored by the Carnegie Foundation; "Official Record of the Commonwealth Teacher Training Study," by Charters and Waples, and selections from over one hundred texts in educational psychology by F. N. Freeman, V. A. C. Henmon, and E. H. Cameron.

These factors are discussed in the light of established principles of learning in order to estimate how much actual educating is being done. The writer does not attempt to prove that current methods of adult education are without value, nor does he pretend to say where the values do lie. The article suggests something of the scope of adult education as a field for systematic research.

GRINNELL, J. ERLE. "Possibilities of Junior High School Journalism," *School Review*, XXXIX (September, 1931), pp. 520–25.

The writer points out the values of journalism to the junior high-school student. Besides valuable traits of character which are frequently the outgrowths of newspaper work he states that the outcome in terms of language

usage is paramount. It would be highly desirable for someone interested in journalism to make an objective study of the changes in pupils' language habits which can be traced to journalism courses. The practical use to which English is put in newspaper work should develop better language habits, but we should have objective evidence concerning this. A control-group experiment employing reliable measurements should furnish such evidence.

DESCLOS, AUGUSTE. "The International Spirit in French Education," *Journal of the American Association of University Women*, XXV (October, 1931), pp. 27–31.

The teaching of the lesson of Peace, as a sacred obligation due the memory of France's war dead, is described by the assistant director of the National Office of the Universities and Schools of France. In the elementary schools an attempt is made to inculcate simple conceptions of international relations. In the secondary schools, in the teaching of history, geography, and modern languages, special emphasis is placed on international solidarity.

The Minister of Public Instruction also promotes international correspondence; holiday travel for parties of school children is encouraged and aided; holiday exchanges of children between English and French families is arranged, students are exchanged between the schools of the two countries; exchanges of teachers are also arranged by the French educational authorities.

GREENE, EDWARD B. "Effectiveness of Various Rates of Silent Reading of College Students," *Journal of Applied Psychology*, XV (April, 1931), pp. 214–27.

Mr. Greene has busied himself with a problem of universal importance in these days when much is said concerning the rate at which people should read. According to the results of this article, the reader who skips along at the rate of 180 words per minute and reads the article several times does not do much better on a test than the reader who holds himself down to a comfortable 122 words per minute. The correlations between the speed of reading and the test scores for the different groups of students were consistently positive, but of such low order as to indicate a chance relationship. Technical psychological material was used for this reading experiment and the subjects were university students. The tests were of the true-false variety.

JAMES, H. E. O. "The Problem of Interference," *British Journal of Psychology*, XXII (July, 1931), pp. 32–42.

The interference which may develop when learning takes place is classified as being of two kinds. The first kind of interference occurs when the stimulating situation is changed, and the desired response is no longer aroused. For example, a friend wears a new hat, and this prevents the person from recognizing this friend. The second type of interference comes about when we desire to evoke a differential response and yet keep the stimulating situation as nearly the same as possible. Such a case may be illustrated by the difficulty a child has in learning to call animals by their different names. He may call many animals "kitty." The writer discusses these two forms of interference in terms of external and internal inhibition and draws heavily on Pavlovian illustrations.

MELTZER, H. "The Forgetting of Pleasant and Unpleasant Experiences in Relation to Intelligence and Achievement," *Journal of Social Psychology*, II (May, 1931), pp. 216–29.

Are intelligent students apt to forget their unpleasant experiences and cherish the pleasant moments of life? Apparently not more so than their less mentally endowed classmates, if the interesting technique used by the writer of this article is valid. Previous experimentation tending to show a fair degree of correlation between the scores in mental tests and pursuit of pleasure is not substantiated. The article furnishes another viewpoint on the relation of emotional responses to intellectual activities.

Books to Read

MESSENGER, J. FRANKLIN. *An Interpretative History of Education.* New York: Thomas Y. Crowell Company, 1929. xi+387 pp.

With the purpose of the author, which is to present the history of education as to throw light on present practices and problems, there can be nothing but the heartiest agreement. It is the way in which this purpose has been carried out that provides grounds for unfavorable criticism. In a rather small volume, the author attempts to cover a large field, beginning with primitive and Oriental education and coming down to twentieth-century America. At best it would be very difficult to do this at all adequately. But in the present case a large part of the space is occupied with "interpretation," including the sort of material which the textbook writer ordinarily deals with through discussion questions placed at the ends of the chapters, or leaves to the ingenuity of the teacher. The historical treatment is, therefore, very thin. There is a great deal of interpretation, but comparatively little history.

From one who professes a relative indifference to facts as compared with "ideas" and "serviceable assumption[s]" it is not surprising that there are numerous errors. The classification of Xenophon among the great philosophers, the apparent confusion of the Twelve Tables with the fully developed Roman system of jurisprudence, and the statement that colonial Massachusetts had no profitable industries are examples. There are many generalizations and judgments which are notable chiefly for sweep and positiveness. The following may be mentioned: "Every one is always perfectly logical"; "Military, financial, or governmental power Athens never had"; "The Christian Church has produced very little learning"; "The . . . issue . . . over the right of the individual to interpret the Scriptures for himself . . . stimulated education more than any other factor that has ever entered the world's progress"; "The Puritan . . . made America"; "The most distinguished psychologist the world has ever produced was William James."

Some of the interpretative discussion is passably good; much is not, being characterized by poorly organized paragraphs, excessive use of short sentences, sophomoric moralizings, inapt comparisons, stark truisms, and occasional wisecracks. In an exposition of early Christian educational theory and methods illustrated by passages from the New Testament (!) the author quotes the verse, "If we live in the Spirit let us also walk in the Spirit," and then carefully explains that " 'Walk' is a figurative term to denote our entire conduct."

The reviewer is reminded of the following advice to radio speakers, which is said to have been circulated under the auspices of the United States Office of Education: "Present your speciality on the level of thirteen-year olds. Do not overrate the intelligence of your listeners."

R. H. ECKELBERRY

AMOS TUCK SCHOOL OF ADMINISTRATION AND FINANCE, DARTMOUTH COLLEGE. *Manual on Research and Reports.* Baltimore: Williams and Wilkins Company, 1931. 108 pp.

This small book is meant for the graduate student and research worker and contains brief but suggestive directions for the first assemblage of bibliographical material, questionnaire preparations, use of information gathered, and final transposition into a report which can represent the work accomplished. It does not give detailed information on any one point, but provides a practical bird's-eye view of the field.

FRANCES KIRKPATRICK

WILLEY, ARTHUR. *Lectures on Darwinism.* Boston: Richard G. Badger Company, 1930. 198 pp.

Mr. Willey makes it perfectly clear that natural selection, the keynote to "Darwinism," is merely a theory which Darwin advanced in the attempt to explain the fact of organic evolution. As a theory it has served its purpose and cannot contribute anything more. "Its worst fault is that it cannot be verified experimentally." Dismissing most of what has been written about selection as a causative factor, he insists that "selection remains as the epitome of all that makes for survival." While selection cannot account for origins, it does determine what mutations may persist in nature and thus it is an important directive factor in evolution. He concludes "by repeating, with insistent tautology, that to the naturalist, natural selection is the most natural thing in nature."

The Strathcona Professor of Zoölogy at McGill University has an unusually broad knowledge of his subject, amplified by personal studies in various parts of the world. He writes clearly and convincingly and, aside from the discussion of natural selection, there is an immense amount of valuable information for the student of zoölogy condensed in this small volume. The average general reader will have some difficulties with unfamiliar terminology.

RAYMOND C. OSBURN

ROMAN, FREDERICK WILLIAM. *The New Education in Europe.* New York: E. P. Dutton and Company, 1930. xx+438 pp.

This, the second edition of a book first published in 1924, contains some new matter and a large number of passages which have been more or less completely revised. The bulk of the work, however, stands as originally issued. It treats education in Great Britain and Ireland, France, Germany, the Scandinavian countries, Austria, Italy, and Russia. The plan of the original work has been retained throughout.

The work deals most fully with the elementary and the continuation or semi-vocational schools which in European countries form a part of the

elementary system and with the preparation of elementary teachers. Secondary education is briefly noticed but higher education is not systematically treated. The whole discussion is pointed toward the new programs and experiments in society and in education, toward the changes rather than toward that which is being changed; and the philosophy, which underlies the discussion, might be called democratic liberalism. It contains, therefore, not only a statement of facts, but also an attempt to interpret those facts to American readers.

H. G. Good

Weber, Oscar F. *Problems in Public School Administration.* New York: Century Company, 1930. xxxviii+726 pp.

The subtitle of this volume, A Plan and Work Book for Public School Administration, explains the scope and purpose of this contribution to educational administration. While primarily intended as a basic textbook in college and university classes, it has added usefulness as a book of reference or guide manual for administrators in the field.

The main contributions of this volume are an extensive list of problems (229), a complete bibliography, and especially valuable sample forms for good business administration.

R. H. Eliassen

Breslich, Ernst R. *Problems in Teaching Secondary School Mathematics.* Chicago: University of Chicago Press, 1931. vi+345 pp.

This volume is the second part of a study which aims to present a complete discussion of the problems arising in the teaching of mathematics in Grades VII to XII. The first volume discussed the techniques relating to general procedures while the present volume discusses problems occurring in the teaching of specific topics, concepts, processes, and principles of mathematics.

Attention is given to the co-ordination of method and subject-matter in the solution of problems relating to teaching procedures obtained from the mathematical literature and various teaching situations. Further evidence from the original sources with respect to each topic may be obtained by means of the numerous bibliographies in the various chapters.

The book seems to meet the needs of the following groups: (1) teachers in junior and senior high schools and in seventh and eighth grades of elementary schools; (2) teachers' clubs wishing to make a study of teaching problems; (3) instructors offering courses in the teaching of mathematics; (4) supervisors of mathematics who desire to recommend methods and devices to teachers in their departments.

S. E. Rasor

Smith, Harvey A. *Economy in Public Fire Insurance.* New York: Teachers College, Columbia University, 1930. vi+113 pp. (Teachers College, Columbia University, Contributions to Education, No. 428)

This study, presumably it is a Doctor's dissertation, has a threefold aim: "(1) to point out methods of reducing premium costs by removing such fire hazards as may exist in school buildings; (2) to point out methods of economy through proper insurance procedure; (3) to determine whether self insurance

and state insurance are practical and economical" (pp. 2–3). The first two aims are stressed, whereas the third aim is given only casual attention.

The heart of the work is Chap. v, entitled "Case Studies in School Fire Insurance." Here the author reports an investigation which he made of "insurance procedure and the rates on the various buildings in certain cities in the state of New Jersey" (p. 22). He found that much money was being wasted annually by failure to use businesslike procedure in insurance practices. These wastes may be grouped under the following headings: failure to insure for the proper amount under coinsurance; failure to remedy certain conditions causing charges to be made under "faults of management"; failure to eliminate faults in construction of building; lack of automatic sprinklers in woodworking shops; failure to write policies for a five-year term; and the failure to secure the announced rates.

The author concludes that much needs to be done to place school-building insurance on a business basis. Although most of the topics have already been discussed in other works, the author has performed a valuable service in summarizing the principles and practices of fire insurance which school officials need to know. The work is not to be ranked as particularly profound or scholarly, but it is readable and contains practical subject-matter.

WARD G. REEDER

VINEYARD, JERRY J., AND POOLE, CHARLES F. *Student Participation in Student Government.* New York: A. S. Barnes and Company, 1930. xiv+104 pp. (The Extra Curricular Library)

MEYER, HAROLD D. *The School Club Program.* New York: A. S. Barnes and Company, 1931. x+178 pp. (The Extra Curricular Library)

MACDONALD, MARGARET ANNE. *The Class Organization and Activities.* New York: A. S. Barnes and Company, 1931. xv+134 pp. (The Extra Curricular Library)

POUND, OLIVIA. *Extra Curricular Activities of High Schools Girls.* New York: A. S. Barnes and Company, 1931. viii+97 pp. (The Extra Curricular Library)

These four additions to the Extra Curricular Library carry on the series which these publishers have brought out as teachers' aids in developing extra-school programs and activities. The Meyer volume seems particularly useful with its abundance of concrete suggestions. Miss Pound also describes club possibilities in the high school.

FRANCES KIRKPATRICK

SMITH, JAMES H. *Legal Limitations on Bonds and Taxation for Public School Buildings.* New York: Teachers College, Columbia University, 1930. viii+117 pp. (Teachers College, Columbia University, Contributions to Education, No. 453)

This Doctor's dissertation is an interesting and informative survey of the constitutional and statutory limitations in the 48 states on the power of school boards to tax and bond their districts for building purposes. The author has translated the various limitations on school indebtedness into percentages of the real valuation of taxable property in order to place them on a comparable basis, and overcome the effect of the wide variations in the ratio of assessed

value to actual value in the various states. The trend toward permissive and in some instances mandatory provision for serial bonds in preference to other types is shown.

This reviewer would have preferred a fuller critical and comparative treatment of some recent state supreme court decisions bearing on the subject, such as the Indiana case of *Hively* v. *School City of Nappanee* (169 N.E. 51, rehearing denied 171 N.E. 381), in which a legislative act of 1927, designed to permit citizens of a community to form a private corporation and finance the construction of a school building under an agreement with the school board whereby fixed annual payments of public funds would cover the interest and amortize the principal in a period of years, after which the building would automatically become the property of the school board without ever having involved any pledging of the credit of the district in the form of a bond issue, was declared unconstitutional and void. Perhaps a thorough examination of the judicial decisions is matter for another dissertation.

The principles stated categorically at the conclusion of each chapter of Mr. Smith's contribution are in the main excellent, but occasionally platitudinous.

M. M. CHAMBERS

KYTE, GEORGE C. *Problems in School Supervision.* New York: Houghton Mifflin Company, 1931. xiii+214 pp.

The author selects thirty-three problems to cover significant areas in school supervision and embeds each in a concrete situation. Each problem is interpreted for the student and some procedures of solution are suggested. Some of the problems are described in the text, while others are related to local observation and practice teaching. A generous list of readings is provided in connection with each problem, and directions for teaching are given.

W. W. CHARTERS

SNEDDEN, DAVID. *Cultural Educations and Common Sense.* New York: Macmillan Company, 1931. xi+324 pp.

The ask-me-another craze has finally invaded education. Mr. Snedden has included in his most recent book 2,806 (Reader, I counted them!) questions. After one has sufficiently pondered them all, the age-old problem of cultural education will be well on the road to solution. Possibly. Or, as Mr. Snedden so aptly and so frequently says, "Comment." The queries include such profound interrogatories as, "Do *some* hoboes have excellent health?"

The most serious defects of the work are its crassly utilitarian concept of culture and its pseudo-scientific atmosphere. The author is correct in his charge that too many writers on educational theory "are excessively deductive, abstract, and vague"; the application of scientific techniques is probably education's greatest need. But it is not scientific to speculate concerning the fictional writers of the nineteenth century whose works are read by "adults between twenty and thirty years of age, of I.Q. levels 80 to 90, following manual vocations." One might as well speculate about "culture" in general. The scientific procedure is to investigate objectively rather than to speculate.

Some students of the curriculum may find this book a fruitful source of

problems for investigation. Many of those mentioned are decidedly worthy of serious study. To others Chapter IV will probably seem most valuable. It consists of numerous, lengthy quotations from various writers from Matthew Arnold to H. L. Mencken. Arnold is indeed in strange company; it is a far cry from his "humane letters" to Mr. Snedden's "readings." Unfortunately he neglected to quote from Henry Adams' "Degradation of the Democratic Dogma."

PAUL J. FAY

EATON, ALLEN, AND HARRISON, SHELBY M. *A Bibliography of Social Surveys.* New York: Russell Sage Foundation, 1930. xlviii+467 pp.

Eaton and Harrison have selected 2,775 surveys written during the quarter century and completed up to January 1, 1928. Their basis of selection was studies of social questions relating to definite geographical areas, growing out of current efforts to improve social and civic conditions. Being interested in a factual basis of study of social problems they excluded journalistic efforts, essays, and mere statements of reasoned opinions.

The general surveys number 154, about equally divided between urban and rural problems. The specific surveys total 2,621, of which 625 relate to schools and education, 469 to health, 296 to industrial problems, 155 to city planning, 152 to corrections, and 112 to housing. The arrangement of material has been classified by subject-matter of the reports and by locality studied. Data regarding the title, author, publisher, date, number of pages, and price are given for each survey.

The bibliography will be a great boon to the research worker in that it will simplify the work of the preliminary study in many future surveys by providing a ready reference as to the location and scope of a great variety of completed surveys. Although copies of some of these studies may be difficult to obtain by the individual investigator, the compilers say in closing their introduction: "Copies of most of the reports and publications listed in this Bibliography may be consulted in the Library of the Russell Sage Foundation."

EDWIN S. BURDELL

A Note on Centile Ranks and Percentile Ranks

[*Continued from page 438*]

Thus both percentile and percentile rank are points in a distribution. The centile rank is a statistic which designates an interval or a range within which just one per cent of the cases of that distribution occur. Thus in centile rank 100, we find the top one per cent of cases; in centile rank 99, we find the second highest one per cent of cases, and so on.

HAROLD A. EDGERTON

ON THE FIRING LINE

A survey of the school buildings of Hillsboro, an exempted village, is now being made by certain members of the staff of the Bureau of Educational Research under the direction of Mr. T. C. Holy. The survey is to be completed by January 1.

Mimeographed tables summarizing facts regarding the special levies voted on at the November election have been distributed by the Bureau of Educational Research. Thirteen of the 93 cities which reported and 4 of the 38 exempted villages voted on special levies for operating expenses. Of 223 districts included in the 75 counties which sent in reports, 189 districts voted on the question of special levies. For example, 17 districts in one county of 23 districts voted on this issue. Because of the constitutional amendment which makes it impossible for the director of education to add the additional levy necessary for districts to qualify for participation in the state equalization fund, the outcome of the elections where extra levies were voted on in state-aid districts is particularly significant. If a state-aid district failed to vote the special levy, there is at present no provision whereby it can qualify for state aid.

The Bureau of Educational Research has recently distributed information showing the amounts of the bond issues submitted at the November election in cities, exempted villages, and county school districts. Based on the reports received from 93 of the 109 cities in the state, bond issues amounting to but $210,000 were submitted by this group. In the case of the exempted villages, replies were received from 38 of the 49, in which group but $16,000 was submitted at the November election. Based on the replies received from 75 of the 88 counties, bond issues amounting to $1,718,000 were submitted to the voters in these districts at the election. The total of $1,944,000 in all three groups of districts was only about 7 per cent of the amount submitted to the voters in 1928.

Superintendent Zuber, of Nelsonville, tells of the program for the teachers' meetings of 1931–32 which was formulated by

a teachers' committee. The meetings of the first semester are being devoted to scrutiny of the recent revision of the course of study for the first six grades and to planning a junior and senior high-school curriculum. During the second semester these specific subjects will be studied: "Disciplinary Problems," February; "The Home and School, with a View to Forming a Closer Connection between Them," March; "Guidance, or the Directing of the Pupils Consciously toward Worth-While Aims," April; "Character Training," May.

The distribution of teachers' marks in the first ten grades of the East Palestine schools as to sex and grade is recorded in a chart made by C. E. Palmer, superintendent of schools, for distribution among the teachers. In all levels, the boys' marks are lower than the girls'. In the first five grades, superior marks are found in greater numbers than inferior; the marks in Grade VI most nearly resemble a "normal" distribution; Grades VII to X present vastly more marks of inferior quality than superior.

Ohio High School Bulletin No. 4, the preliminary report of the results of the administration of the new printer-scored intelligence tests to over thirty thousand Ohio high-school Seniors in October, 1930, has been distributed to the co-operating schools by the Committee on Intelligence Tests of the Ohio College Association. In addition to outlining the place in a comprehensive state-wide guidance program which the tests may fill, the report includes a considerable number of useful statistical tables and guidance suggestions. Among the topics treated are: ways of making college attendance possible for bright pupils, utilization of high-school average marks in predicting college success, possible compensations in college for low ability, specific guidance aids, the intellectual competition of certain occupations, vocations of opportunity now shunned by Ohio high-school Seniors, and occupations by means of which boys and girls have supported themselves in college.

Curriculum Revision at Lakewood

Curriculum revision at Lakewood was launched in February, 1930, in all departments from kindergarten through high school. The entire teaching staff through building con-

ferences worked from February until June evolving the general principles and philosophy of education underlying the Lakewood program. Miss Eleanor M. Johnson, assistant superintendent, is in charge of this revision.

The year 1930–31 was spent working out the skeleton outlines or big plans of organization for each course. Sample detail course of study units in practically all fields were prepared, refined, and criticized. Three tentative courses, writing, spelling, and social sciences in the elementary school, passed through for the first printing. The year 1931–32 will be given over to the building of detailed units for each course in every subject-matter field. As a program of supervision curriculum revision is more than proving its worth. The following notes taken from an outline arranged by Miss Johnson will show the thoroughness with which this task is being attacked.

CURRICULUM REVISION AND SUPERVISION IN READING BASED UPON THE RESULTS OF STANDARDIZED TESTS

I. Use of Tests:

A. A survey of the reading situation at Lakewood was made in September, 1930, including Grades I to IX. The new Stanford reading tests were used in Grades III–B to IX–A, inclusive, and the Gates Primary Reading Tests were used in Grades I–A to II–A.

The results of the reading tests showed that the medians for Grades I to VI at Lakewood were at grade or above grade in every half-grade in each factor of reading ability tested. In the junior high schools a considerable number of pupils were below grade in reading due to a large influx of parochial-school pupils.

B. The results of a group intelligence test yielded the following facts regarding the pupils enrolled in the schools:

	Median Intelligence Quotient	Number Tested	Number below IQ of 90
Grade I–B	118	308	16
Grade IV–B	115	754	39
Grade VI–A	109	314	30
Grade IX–A	110	546	14

These results showed the type of children for whom the courses of study were being prepared, and were indicative of the kinds of courses which should be built. The results, also, showed that the number of children below grade in reading was not justified, although the median would have left us satisfied.

II. Curriculum Revision and Immediate Supervision Based upon Test Results:

A. Elementary School:

Since no system can afford to wait until a course of study is completed to effect improvement, two procedures were mapped out and followed:

1. A definite program in reading from Grade I–B through Grade VI–A was organized, which was composed of the following elements:

a. Training in nine specific work-type reading skills upon an increasingly progressive plan were arranged, and techniques appropriate to each grade-level were put into operation.

b. The organization of the school libraries provided three kinds of reading for each grade: pleasurable recreatory reading at school, reference reading (Grades IV, V, and VI), and circulation of books for home reading.

c. The pupils of each grade were classified into homogeneous groups for directed training in reading. The selection of the numbers of each group was based upon each pupil's score on the reading test plus the teacher's judgment of the pupil's performance.

2. Plan for immediate improvement of reading:

a. Four demonstrations, of which two were given for Grades II and III and two for Grades IV, V, and VI, were arranged.

b. Semimonthly study meetings were held with all teachers in the first six grades during the months of October, November, and December. At these meetings the ten most important reading abilities appropriate techniques were discussed.

Bulletins were given to teachers at each meeting. These bulletins gave many suggestions and techniques for training in the specific reading abilities discussed at each meeting.

c. After the demonstrations and meetings each teacher was asked to prepare and teach reading lessons which incorporated the various reading abilities and techniques. The elementary supervisor visited each teacher when these lessons were being taught. In this way individual help was given to each teacher.

3. The revised course of study in reading incorporates these elements just discussed, as well as the study skills pertinent to geography, history, elementary science, and mathematics which are being written into the courses of study. Every teacher must assume the responsibility of becoming a teacher of reading.

B. Junior High School:

1. A definite program for immediate use in Grades VII to IX involved (1) a definite systematic attempt in all English classes to give training in the ten most important reading skills, (2) the English classes became responsible for definite training in magazine and newspaper reading, and (3) service classes were established for all pupils below 6.0 in reading ability as measured by the new Stanford reading tests. Work in this class was individual.

2. Course of study revision is preparing to incorporate into the courses in general science, mathematics, social sciences, and the like definite training in all those reading abilities pertinent to the comprehension of each subject. English courses are being prepared to incorporate continued training for every pupil in the important reading skills.

The conditions in reading were improved at the same time that curriculum revision was going forward, for the results of a second survey test given at the end of the semester showed marked advance over those of the earlier survey.